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ABSTRACT

School choice policies allow parents to exercise an active role in selecting the school or educational program their children attend. This report reviews development of school choice policies at the national and state levels. Rationales for school choice programs and key components of these programs are noted. Eight types of school choice programs implemented within state education systems are described: magnet schools, postsecondary enrollment programs, drop-out prevention programs, intradistrict open enrollment, interdistrict open enrollment, voucher programs, tuition agreement programs, and charter schools. For each state, types of choice programs that are operating within that state are identified and outlined. (Contains 12 references.) (JDD)

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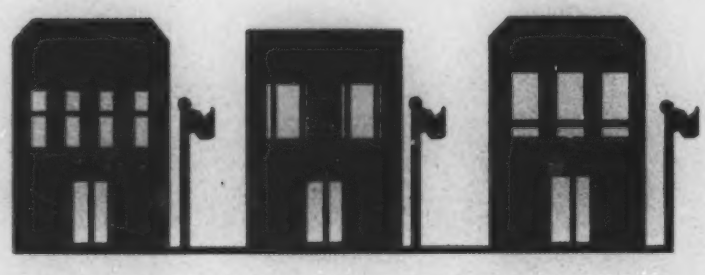
School Choice Programs in the Fifty States

Research Report No. 7



Enrollment Options for Students with Disabilities

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and Thomas J. Delaney

The College of Education
UNIVERSITY OF MINNESOTA

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School Choice Programs in the Fifty States

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Enrollment Options for Students with Disabilities

University of Minnesota

August, 1992

Abstract

Recent nationwide efforts at educational reform have included the enactment of public school choice programs in many states. These programs are generally of eight types: magnet schools, postsecondary enrollment programs, drop-out prevention programs, intradistrict open enrollment, interdistrict open enrollment, voucher programs, tuition agreement programs, and charter schools. This paper provides brief descriptions of school choice programs operating in states.

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School Choice Programs in the Fifty States

During the past twenty years there has been an intense effort at the national and state levels to reform educational practices. The publication of A Nation at Risk in 1983 spurred educators, administrators, and the general public to search even more intently for ways to improve state and national educational systems. One existent form of policy identified as having the potential to improve education in the United States was school choice. School choice policies allow parents to exercise an active role in selecting the school or educational program their children attend.

Efforts to promote school choice further within state education systems began during the Reagan administration, but waited until the Bush administration for their greatest fruition (Maddaus, 1990). During his term as Secretary of Education, Lauro Cavazos took an active role in the promotion of school choice policies on a nationwide basis. He identified the nation's current problems in education as an "education deficit" which could only be eliminated by a national commitment to educational excellence and the restructuring of schools and educational systems (Cavazos, 1989). Under Bush and Cavazos' guidance, school choice was designated the "cornerstone" of national education policy (Cavazos, 1989; Pitsch, 1990). Cavazos believed reliance on school choice was necessary because conventional educational arrangements would block reform, and because school choice would be an integral part of increasing the accountability of schools to

parents, students, and teacher. (Cavazos, 1989). In response to this new direction in national education policy, a Center for Choice in Education was implemented, as well as a "Choice Hotline", and the convening of five "Regional Meetings on Choice in Education" in East Harlem, New York; Minneapolis/St. Paul, Minnesota; Charlotte, North Carolina; Denver, Colorado; and Richmond, California (Pitsch, 1990; U.S. Dept. of Education, 1990).

The national focus on school choice was paralleled by state-level activity. In fact, as early as 1985, Minnesota legislated provisions which allowed secondary students to attend classes at postsecondary institutions of their choice. A key development for state-level school choice policies was the publication of Time for Results by the National Governors' Association (1986). In this statement public school choice was formally endorsed and recommendations were given to to states for the implementation of choice programs. The five regional meetings held by Cavazos were also accompanied by increased school choice activity at the state-level, including legislation of choice programs by several states (U.S. Dept. of Education, 1990).

The types of school choice programs implemented by states vary as do some aspects of their means of operation. These differences reflect the fact that different states face different challenges and implement choice policies for different purposes (Nathan, 1987). To date, most states have proposed choice programs to facilitate desegregation of schools, or for the purpose of improving educational practices in schools (Association

for Supervision and Curriculum Development, 1990; Nathan, 1987). Given these circumstances, Maddaus (1990) has proposed an agenda for research in school choice which focuses on the ability of school choice programs to provide equal opportunities for students and promote academic excellence through the reform of educational practices in public schools.

Nathan (1987) asserts that state choice policies vary from each other in terms of schools included, students included, the scope of choice allowed, and the standards and qualifications built in to the policy. Witte (1989, cited in Association for Supervision and Curriculum Development, 1990) states that choice programs may also be distinguished from each other depending on whether a given program allows parents to influence decisions made by others, usually school authorities, or allows parents to completely control the decision of what school their child will attend.

There are eight basic types of school choice programs: magnet schools, post secondary enrollment programs, drop-out prevention programs, intradistrict open enrollment, interdistrict open enrollment, voucher programs, tuition agreement programs, and charter schools. The general function of each of these types of programs is described in Table 1:

Personnel in the New Jersey State Department of Education reviewed state public school choice programs operating in 1988 and found that there were three common rationales used by states in the development of their own choice programs: controlled competition; the expansion of opportunities for educators,

Table 1

Types of Educational Choice Programs

Magnet Schools	This type of program was originally designed to integrate schools by attracting minority and white students to attend the same school. These schools usually have a particular curricular theme or pedagogical foci. Research has demonstrated that schools of this type may also produce many academic benefits for students. Enrollment to these schools may be selective and may also depend on the availability of space for the additional student.
Postsecondary Enrollment Programs	These programs allow students in secondary schools to attend classes in colleges and universities and receive high school or college credits for their work. Individual programs may allow a student to attend the college or university anywhere from a part-time to a full-time basis. These programs include guidelines as to how earned credit applies towards high school and college graduation.
Drop-Out Prevention Programs	These programs allow eligible minors and adults who have not succeeded in a school, and students at-risk, to attend an alternative school. These alternative schools may be in or outside of the school district in which the student lives.
Intradistrict Open Enrollment	These programs allow parents to choose public schools for their children to attend from among those available in the district in which they live.
Interdistrict Open Enrollment	These programs allow parents to choose schools for their children to attend that are outside of their school district. There are various types of restrictions and conditions which states have placed on their versions of this type of open enrollment.

Table 1 (continued)

Types of Educational Choice Programs

Voucher Programs	In these programs, parents may elect to have their children attend private schools, and their tuition is paid with public education funds. These funds may come in the form of either a voucher, or an income tax deduction for the parent.
Tuition Agreement Programs	In this type of program, towns which do not have an established school for students to attend, pay the tuition necessary for that student to attend another school of their choice.
Charter Schools	In the state of Minnesota, one or more licensed teachers may set up a charter school within a school district. These schools contract with the school district as a cooperative or a non-profit organization. The charter school determines for itself the grades and age levels that the school will serve. These schools employ alternative forms of instruction and outcomes-based education practices to enhance student learning.

families, and students; and recognition that no one school is best for all students and all educators. The reviewers also found that key components of state choice programs were: school choice is most successful when it is tailored to the needs of the community; small school systems are better able to provide a wide variety of specialized schools; a sense of community is developed and heightened; and increased parental involvement is promoted (New Jersey State Department of Education, 1988).

In this report we examine the types of choice policies implemented by states to date. A brief description of choice programs within states is also provided.

State School Choice Programs Summary

In Table 2 the fifty states and five categories of school choice programs are listed. A type of program operating in a given state is indicated by an "X" or an "L". Magnet schools are not included as a school choice category because they have been implemented within many school districts nationwide and were not included in much of the literature reviewed for this report. The school choice category of Charter Schools is also not included in this summary because Minnesota is the only state known to currently have a program of this type. Within a state, programs marked with an "X" function in a generally unrestricted manner statewide. Programs marked with an "L" function in a limited number of school districts, or with significant restrictions, within that state. Empty cells within states indicate that choice legislation of that type has not been legislated or was not

reported in sources included in this review (Education Commission of the United States, 1989; New Jersey State Dept. of Education, 1988; Office of Intergovernmental and Interagency Affairs, 1991; U.S. Dept. of Education, 1992).

The following are short descriptions of school choice activity occurring in states. For each state, types of operating choice programs are identified and outlined in general terms. The program descriptions were gathered from several sources (Education Commission of the States, 1989; New Jersey State Dept. of Education, 1988; Office of Intergovernmental and Interagency Affairs, 1991; U.S. Dept. of Education, 1992) and represent a general summary of enacted school choice policies in the United States at this time.

Alabama

In legislative year 1991, the Education Study Committee appointed by Gov. Hunt recommended choice for local school systems, at least in the form of magnet schools and special programs in schools. The governor outlined an educational reform plan which authorized school districts to experiment with intradistrict open enrollment involving magnet schools and alternative schools.

Arizona

Arizona has an enrollment option which allows high school students to take college courses not offered at their schools at an available community college, or four-year college or university. The school board of the student's district determines how much of the college credit earned by the student counts

Table 2

Choice Activity by State

	Inter-OE	Intra-OE	Tuition Voucher	Grad Incentive	Postsec
AL		L			
AK					
AZ					X
AS	X				
CA	X				
CO	L	X		X	X
CT					
DE					
FL					X
GA					
HI					
ID	X				
IL					
IN		L			
IA	X				
KS					
KY	L				
LA	L	L			X
ME	X				
MD					
MA					
MI					
MN	X			X	X
MS					
MO					
MT					
NE	X				
NV					

Table 2 (continued)

Choice Activity by State

	Inter-OE	Intra-OE	Tuition Voucher	Grad Incentive	Postsec
NH					
NJ					
NM					
NY					
NC					
ND					
OH	L	X			X
OK	L	L			
OR	L				
PA					
RI					
SC					
SD	L				
TN					
TX					
UT	X				
VT			X		
VA					X
WA	X				X
WV					
WI			L		X
WY					
DC					

towards graduation from high school. The state does not pay the students' tuition as part of this program.

Arkansas

The Arkansas Public School Choice Act of 1989 allows students to attend schools outside of their district of residence. Transfer is subject to some restrictions on both the state and district levels. The student's parents are mainly responsible for transportation although districts may voluntarily provide some forms of transportation. Recently, legislation was passed which relaxed desegregation restrictions on transfer.

California

California allows interdistrict transfer if it moves the student closer to a child care facility or a parent's place of work. If the transfer would adversely effect desegregation efforts in either the transferring or receiving district, the student may be denied this opportunity. Transfer may also be denied if additional costs incurred to the receiving district as a result of accepting and educating the student would exceed the amount of additional state aid received as a result of this transfer. Many school districts in California also provide schools which focus on special areas of study with unique programs which students may opt to attend.

Colorado

Open enrollment in Colorado allows students to transfer schools within districts. The state legislature has also mandated a pilot test for interdistrict open enrollment in which three

districts received a total of $775,000 to experiment with this form of choice.

Colorado also has a Second Chance Program which allows students who have been out of school for six months or more to re-enroll in the school of their choice in any district. The district which receives a student also receives specially appropriated state funding.

The Postsecondary Enrollment Options program allows 11th and 12th graders to take courses at available public or non-profit private colleges or universities. The high school which the student attends decides if earned college credit by the student will apply towards high school graduation. The college or university which the student attends determines whether the student receives full college credit for completed coursework. The state pays college tuition incurred by the student and also continues to provide funding for that student to the school district in which that student attends high school.

Florida

Florida has implemented a program which allows 11th and 12th grade students to enroll in classes at available community colleges after they have accumulated a prerequisite number of credits in high school and have the permission of their principal. Students receive credit for their classes at both their high school and at the college they attend. Students are not responsible for tuition or charges for books under this program.

Idaho

Idaho has implemented an interdistrict open enrollment program in which districts are not required to accept transferring students, but may not prevent their own students from seeking transfer to another district.

Illinois

Intradistrict open enrollment is in the process of being studied for possible use with the Chicago Public Schools. At this point, transfer would be subject to restrictions such as space availability at the receiving school and Illinois' Consent Decree and Desegregation Plan.

Indiana

In 1991 Indiana legislators provided funding for school districts to experiment with intradistrict open enrollment. The funding was provided as part of the state's "Indiana 2000" plan.

Iowa

Iowa's interdistrict enrollment policy commenced on July 1, 1989. Applications for transfer are subject to the approval of the student's district of residence, and the availability of space in the receiving district. If a student is receiving special education services, the receiving district must have appropriate programs in order to accept that applicant, and addition of the applicant to a program must not cause that program to exceed state guidelines for special education classroom sizes. The student's district of residence pays tuition to the receiving district. The student's parents are responsible for transporting the student to

some point within the receiving district's boarder in order for that district to provide bussing to the school of attendance.

Kentucky

Effective in 1996, Kentucky allows parents to move their children to another school if their current school does not meet educational guidelines enacted by the state legislature. This policy includes several conditions for transfer including one that restricts parents from choosing the school to which their children are sent.

Louisiana

Louisiana had established magnet school programs prior to 1989. Students are also allowed to enroll in school districts other than the one in which they live if the student lives on a district borderline. This version of open enrollment requires participating districts to trade equal numbers of students under these conditions. State funding does not follow transferring students. Many particulars of student transfer are left to the participating districts to resolve. Some school districts allow the students to choose the school they will attend if the student's transfer to that school does not upset its racial balance.

The state has also implemented policies which allow high school students to enroll in college courses under certain conditions. Credits earned in these college courses do not directly contribute toward graduation from high school.

Maine

Maine allows students to transfer to other school districts if both the sending and receiving districts agree to the transfer. The transfer must also be approved by the state department of education. State funding follows transferring students.

Massachusetts

Intradistrict open enrollment occurs in several of Massachusetts' school districts. In 1991, a budget package including a provision for statewide provision of open enrollment was signed into law. Tuition for transferring students was subtracted in full from the sending school's state aid. However, this interdistrict open enrollment policy was repealed in April of 1992 because of logistical problems with district funding.

Minnesota

In 1985, Minnesota established the Postsecondary Enrollment Options Program, which allows 11th and 12th grade students to attend colleges or technical schools on a full- or part-time basis. Credit earned as part of this coursework applies toward graduation from high school for these students or toward a college diploma. All costs of fees, books, and materials are waived for these students, and the state pays tuition for courses taken for secondary credit.

Minnesota's High School Graduation Incentives Program allows persons between the ages of 12 and 21 to earn a high school diploma by enrolling in the public school of their choice, a private school contracted by the district, a public alternative education program approved by the district, an Area Learning

Center, or a college or technical school under the Postsecondary Enrollment Options Program. Students that are eligible for this program are those considered at-risk for not graduating from school.

Minnesota's Enrollment Options program allows students to transfer to districts other than the one in which they live, subject to space and desegregation restrictions. State funding follows the transferring student.

Outcomes-based charter schools may be implemented as a cooperative or non-profit organization by one or more licensed teachers. These schools are authorized by the local school board but are independent of their management. There may be up to two charter schools within a district. Each charter school determines for itself the age or grade levels it will serve. The broad purposes of these schools is to increase student learning by providing opportunities for students to learn within alternative educational practices at these schools.

Nebraska

Nebraska's open enrollment program allows students to attend schools outside of their school district. A student may transfer only once prior to graduation, unless the student's residence moves. In the 1992-1993 school year, districts may accept students transferring from other districts voluntarily. Resident school districts are required to participate until more than 10% of their students choose to attend other districts, at which time the district may cease participation. Beginning with the 1993-1994 school year, all districts are required to participate.

Students may be denied enrollment on grounds of lack of classroom space, desegregation concerns, or lack of appropriate special education programming in the district applied for. Parents are primarily responsible for required transportation (except in cases of low-income students or student with disabilities). A school district may provide transportation by mutual agreement with the student's parent or legal guardian. The resident district pays the receiving district for student costs, including those incurred by the provision of special education services.

New York

New York provides funds to school districts to develop and implement innovative education programs which are designed to attract students. These funds are drawn annually as part of Chapter 53 of the state's budget bill.

Ohio

Students may enroll in any school of their choice within the school district in which they reside. Intradistrict transfers are subject to restrictions of space availability in the receiving school and desegregation concerns.

Beginning in 1993, students may also open enroll to districts adjacent to the one in which they reside. Transferring students are free from any tuition obligation. Transfers are subject to restrictions of space availability, desegregation concerns, and the availability of appropriate special education services (if the transferring student is receiving services). State funding follows transferring students. Participation of school districts in this program is on a voluntary basis.

Ohio's Postsecondary Enrollment Options Program allows students in the 11th and 12th grades to enroll in courses at colleges, vocational schools, and universities. Credits earned from these courses may apply toward both high school and college graduation. Students who apply credits they earn toward high school graduation have their tuition, fees, and costs paid for them from state funding.

Oklahoma

Many of Oklahoma's school districts have programs which allow choice of schools within the school district. Oklahoma also has a highly structured interdistrict open enrollment policy which requires sending and receiving districts to approve the transfer of a student. State funding follows the student after the transfer is approved.

Oregon

State government provides model guidelines for districts planning choice programs. Interdistrict open enrollment may be employed by 11th and 12th graders who have tested for an academic or vocational trade, and for pupils who have failed in public school for a full year (as defined by school officials).

South Dakota

In South Dakota, students may transfer between districts under certain conditions and without incurring any special tuition charges. These conditions include the approval of a filed appeal for transfer approved by the state secretary of education, or under circumstances of minor boundary changes for specific students who reside near the border of a given district.

Utah

School districts may participate in a voluntary intradistrict open enrollment plan. Transfers are subject to restrictions of space availability within schools.

Students may also enroll in districts other than the one in which they reside provided they and their parents consul with a guidance counselor in their resident district, and identify their reasons for pursuing transfer. State funding follows transferring students, and the resident district will pay one-half of the per-student expenditure that exceeds the state contribution for that student.

Vermont

In Vermont, students who are residents of towns which do not have their own public elementary or secondary schools may attend other available public or private schools with the state paying their tuition.

Washington

Washington's Running Start Program allows high school juniors and seniors to attend vocational technical institutes, community colleges, and public colleges and universities on either a full- or part-time basis while concurrently enrolled in high school. Students are not charged tuition or other fees for attendance at these postsecondary institutions. State funds follow the student in proportion to the amount of time they attend the institution. Earned credits apply to graduation at both the student's high school and at the postsecondary institution. This program is to be fully implemented by commencement of the 1992-1993 school year.

Students may also transfer schools within the district in which they reside if a giver school is more accessible to a parent's work place or child care facility, or if a student has a "special hardship or detrimental condition." In other cases, parents are required to demonstrate a financial, educational, safety or health condition that will be "reasonably improved" by transfer to another school.

The Learning By Choice Program allows students to attend schools in districts other than the one in which they live beginning with the 1992-1993 school year. State funding follows the transferring student to the school district they attend. School districts may limit the number of students which they allow to open enroll into their district, but may not prevent students from seeking transfer out of their school district. Applicants are selected for open enrollment by lottery. Applications may be rejected because they fall too low in the lottery drawing, there are no more slots in the desired district's special education classes (if the student is receiving special education services), or because of desegregation concerns. The parent is responsible for transporting the student to some point on the receiving district's bus line.

Wisconsin

The Milwaukee Parental Choice Program enables a limited number of low income families in Milwaukee's inner city to have their children attend private non-sectarian schools.

Summary

Although states have implemented programs of school choice to address the unique needs of their education systems, there are many similarities to be found among these programs. Every year, state legislatures adapt existent versions of school choice such as interdistrict open enrollment for their own use, or develop new school choice options such as Minnesota's charter schools.

These circumstances present an interesting and perhaps necessary addendum to the school choice research agenda. It may be productive to compare the effectiveness of specific versions of school choice, such as interdistrict open enrollment and intradistrict open enrollment, of addressing the spectrum of concerns which state education systems experience. Examining the chronological development and evolution of school choice programs in states where such programs are firmly emplaced may yield some valuable information to states which are in the initial stages of developing programs of their own. In both of these considerations for research, the optimal goal is for states to collect useful information about the relative effectiveness of school choice programs to address their specific educational concerns, and to eventually exchange this type of information with other states so as to improve the educational opportunities and achievement of students on a national level.

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PUBLICATIONS

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Monograph 1 Open Enrollment and Students With Disabilities: Issues, Concerns, Fears, and Anticipated Benefits by J. E. Ysseldyke, M. L. Thurlow, B. Algozzine, & J. Nathan (October, 1991).

This paper presents a description of the implications of open enrollment for students with disabilities and for districts that gain or lose students with disabilities through transfer. The description is based on a review of the professional literature and on the results of an issues clarification working session attended by professionals, legislators, parents, and students. Three kinds of issues for districts and students have been identified: outcomes issues, implementation issues, and demographic issues. These are described in detail. Five major kinds of concerns reflected in debates about choice are also discussed: concern about pupil benefit, parent involvement (and convenience), teacher/administrator job protection, change, and teacher workload.

Research Report 1 Participation of Students with Disabilities and Special Needs in Postsecondary Enrollment Options by C. M. Lange, & J. E. Ysseldyke (November, 1991).

This report documents the participation of students with disabilities or special needs in Minnesota's Postsecondary Enrollment Options (PSEO). PSEO allows students in 11th and 12th grade to take college and technical school courses for credit. The 77 participation postsecondary institutions were surveyed. Eight percent of the reported participants were students with disabilities or special needs with the majority being students with learning disabilities. However, all disability and special needs groups were represented. The majority of students with disabilities attended technical colleges. Implications for students with disabilities and their programs are discussed.

Research Report 2 Public School Choice: What About Students With Disabilities? by J. E. Ysseldyke, C. M. Lange, & B. Algozzine (November, 1991).

This report presents the results of a survey sent to Minnesota's Directors of Special Education asking them to identify the important issues and concerns relating to school choice options and special education. Excess program costs, the effects of enrollment options on the planning process (enrollment projections, staffing, variety of programs, etc.) and the billing of resident districts for special education services were found to be the most important issues. The Directors' concerns about the logistical problems with enrollment options and special education are discussed.

Research Report 3 Students with Disabilities Use of Various Options to Access Alternative Schools and Area Learning Centers by D. J. Gorney, & J. E. Ysseldyke (January, 1992).

This report describes the participation of students with disabilities and special needs in two of Minnesota's enrollment options for at-risk students, Alternative Schools and Area Learning Centers (ALC). Results indicate that students with disabilities are accessing Alternative School/ALC programs in ways similar to non-disabled students. Students with emotional/behavioral disorders are heavily represented in these schools. It was also discovered that when students enter these programs, special education labels are often dropped and services discontinued. Implications for special education are discussed.

Research Report 4 Participation of Different Categories of Students with Special Needs in Enrollment Options by J. E. Ysseldyke & C. M. Lange (January, 1992).

This report presents the results of a survey sent to a random sample of Minnesota's Directors of Special Education documenting the participation rates of students with disabilities in several of Minnesota enrollment option programs. A large majority of students with disabilities were found to be transferring school districts using tuition agreements. Students demonstrating emotional/behavioral disorders were found to be the largest disability group transferring schools. And, significant differences were found in participation rates between districts of differing enrollments.

Research Report 5

Parents of Students with Disabilities and Open Enrollment: Characteristics and Reasons for Transfer by J. E. Ysseldyke, C. M. Lange, D. J. Gorney, & Y. Lau (April, 1992).

This report documents the characteristics of students with disabilities and special needs who participate in one of Minnesota's seven school choice options, open enrollment. Surveys were sent to the parents of all 1990-1991 open enrollment applicants who had indicated their child had a disability or special educational need. The reasons for participation, the sources of information, and the decision-making process involved with choosing another school are presented. How the reasons differ as a function of disability category, location, grade level, and parents' income level or education level are examined. Implications for policymakers, administrators, and teachers are discussed.

Research Report 6

Looking at School Choice: Parents' Comments on Open Enrollment and Their Children with Disabilities by J. E. Ysseldyke, C. M. Lange, Y. Lau, & T. J. Delaney (May, 1992).

This report examines the qualitative comments shared by parents of students with disabilities and students served in gifted programs about one of Minnesota's seven school choice options, open enrollment. Surveys were sent to parents of 1990-1991 open enrollment applicants who had indicated their child had a disability or special educational need. The survey included a section for comments. Many parents included comments and these are analyzed in this report. The majority of the respondents reported satisfaction with the open enrollment program. Responses of students with disabilities and those served in gifted programs are compared as are those from rural and metropolitan areas.

Research Report 7

School Choice Programs in the Fifty States by J. E. Ysseldyke, C. M. Lange, and T. J. Delaney (August, 1992).

This report documents the school choice programs available in each of the fifty states. These programs are generally of eight types: magnet schools, postsecondary enrollment programs, drop-out prevention programs, intradistrict open enrollment, interdistrict open enrollment, voucher programs, tuition agreement programs, and charter schools. A brief description of the school choice programs in each state is provided.

Research Report 8

A Comparison of Families of Students With and Without Disabilities Who Use Open Enrollment Options to Transfer Schools by J. E. Ysseldyke, C. M. Lange, and B. Algozzine (August, 1992).

A cross-sectional survey was conducted to identify facts and opinions about selected aspects of contemporary practices related to the school choice option, open enrollment. Responses from families of students with disabilities were compared to responses of a similar group of families of students without disabilities who had transferred schools through the interdistrict transfer option in Minnesota called open enrollment. Information about the demographics, reasons for transfer, decision-making, source of information, and satisfaction of the respondents is presented. The differences between these two groups are examined and discussed.

Research Report 9

Open Enrollment and Students With Disabilities: Where Are We and Where Are We Going? by J. E. Ysseldyke, C. M. Lange, and B. Algozzine (August, 1992).

This report examines the opinions of families of students with disabilities participating in one of Minnesota's school choice options, open enrollment. Results of a survey that included general demographic information, information sources, family decision-making related to open enrollment, and the effects of exercising the option on participating students are included. Results of this research suggest generally favorable responses for families of students with disabilities participating in this school choice program.